**Combine Responses**

**Chapters 6, 7 UbD and Chapters 5, 6 MI**

In general, all 4 of these chapters talked about how to use their model (multiple intelligences and differentiated instruction) in the lesson planning process. Both books talked about there respective ideas, differentiated instruction and multiple intelligences, but they both talked about integrating very similar kinds of lessons due to the compatibility of both ideas. UBD chapter 6 mainly talked about how a couple of different strategies a teacher can use in a differentiated classroom. But the biggest idea I got out of it was that a teacher needs to have a game plan going into a lesson, but can’t only stick to it. As a teacher, I need to know how adapt my lesson if I feel it is not going to fit the needs of my students at the time. I need to think quick on my feet. UBD chapter 7 mainly talked about how teach for understanding in a differentiated classroom. It also gave us the three strategies to use to make sure our students are uncovering information, not just glossing over it. These three ideas are: essential questions (used to broaden ideas and thinking for the subject as a whole), the six facets of understanding (which are considered when generating lessons), and WHERETO (which is an acronym reminding you of how to make a lesson differentiated during the creation process). I personally found the WHERETO most helpful, and will keep it in the back of my mind when I become a teacher. The two chapters for MI talked about similar ideas, just in the context of the multiple intelligence model. Chapter 5 just explained how the multiple intelligence model plays into curriculum building. Every teacher should consider how their students learn when they are making a lesson plan. In the beginning of my teaching career, this will be hard. But as I learn student’s general tendencies, it will be very easy to start implementing the multiple intelligences model in my lessons. Chapter 6 built right off of chapter 5; in fact, chapter 6 was about expanding a list of strategies teachers can use to appeal certain kinds of learners, making in depth descriptions of how the lesser obvious subjects can use it. As I was reading this section, I found myself highlighting and writing notes about how I can use certain strategies when I’m a teacher.

**MI Chapters 7, 9, 13, 14**

For the most part, the topics of each chapter in this section of reading varied much more than the last. Each chapter offered new topics rather than newer ideas on the same topic. Chapter 6 focused on how the multiple intelligence theory can be used to set up a classroom. The chapter gave 4 different kinds of “stations,” each of which were labeled quadrant 1 through 4. The idea was rather interesting, but it got kind of confusing when it came to the labeling. I found myself constantly looking back, trying to figure out which quadrant it was referring to. Because of this, I don’t think I got out of this chapter what I could have. Chapter was much more interesting and straight forward to me. This chapter mainly talked about what an MI school would look like and some examples of ones that exist today. The main one they talked about was a school in Indianapolis, Indiana, called the Key Learning Community. This sounds like a dream job for me, or would have been the dream high school for me. My favorite part of the school was the “pod” system. This makes school much more relevant and fun for a student. I like how they chose to give the students the choice of what they want to do, allowing them to explore all of the pods to figure out what they really wanted to do with their life. This is something I think every school should do. They could do something similar by making independent studies mandatory, allowing students to fallow what they are passionate about while they are still in high school. Chapter 13 then went on to talk about how MI can be used in other ways, more specifically in technology, cultural diversity, and career counseling. I personally enjoyed reading the part about technology because it broke the stereotype that I once had; I used to think that technology was more for the logical-mathematics people, but it really isn’t. It all depends on the software you use, which can be a very powerful tool when I become a teacher. This 14th chapter explored a possible 9th intelligence: existential intelligence. This is the intelligence that focuses on the big questions in life (such as why are we here?) as well as things such as religion. It was interesting, but may not fit as a 9th intelligence.

**Team Blog**

Cory (Discussion), Laura, Sarah, Shane (hyperlinks)  
**Abstract**  
Laura  
Each of these chapters focused on MI theory and how it can be applied in the classroom. Chapter 7 highlights the importance of designing a learning[environment](http://www.teachthought.com/learning/10-characteristics-of-a-highly-effective-learning-environment/) that includes and appeals to all [MIs](http://teach.com/what/teachers-teach/learning-styles). It provides strategies and ideas for incorporating each of the intelligences, such as creating MI activity centers, which can be permanent, temporary, open-ended, or topic-specific. However they are designed, the goal of the activity centers is to provide students with equal opportunity to exercise each intelligence while engaging in active learning. Chapter 9 introduces the concept of an "MI school" and compares it to a traditional school. In an MI school, students work on traditional subjects in "nontraditional ways" through project-centered instruction, and then extend their learning into the community. An MI school places special focus on all of the 8 intelligences and considers the development of these intelligences to be just as important as the content itself. Chapter 13 provides examples of the ways in which MI theory can be applied to other components of education, such as computer technology, cultural diversity, and career counseling. Finally, Chapter 14 introduces the possibility of a ninth intelligence, existential intelligence. According to Gardner, existential intelligence meets most of the criteria to be its own intelligence, and should therefore be incorporated schools, just like any of the other intelligences.  
  
**Synthesis**  
Sarah  
The big takeaways from this chapter that most of the class talked about in their reflections was the idea of four stations, the MI classroom, and the[ninth intelligence](http://thesecondprinciple.com/optimal-learning/ninth-intelligence-existential-cosmic-smarts-2/). A lot of people in this class said that they didn't not see the four stations being useful. There is space issues that would occur do to these and the idea of four separate sections was not going to be useful in a secondary or middle school [classroom](http://www.thirteen.org/edonline/concept2class/mi/exploration_sub1.html)since the students are not with one teacher all day. Other people in the class took it in a different direction which I think would be helpful for all of us. Some people in this class said that it means we have to support our students' strongest intelligences. It also was interpreted as we, as teachers, need to support all the intelligences all the time. I think if we look at it that way the chapter has a bigger take away for all of us. The other big idea that people talked about was the idea of an MI school. A couple of people said that it was an interesting concept and others even said that it would be their dream job or would have been their dream school as a student. The last thing that everyone mentioned was the idea of a ninth intelligence. A couple of us said that it was controversial and that definitely showed in our responses. It is a discussion starter and it would spark a deep conversation. Some of us said that it doesn't fit with what we are doing in the classroom and others said that it does not fit as another ninth intelligence. Some one else said that it was not only another intelligence but the most important one. The big idea was that this mindset looks at students who are philosophical. Some of us highlighted the fact that because of the separation of church and state and the laws that prevent teachers from talked about religion in school, it would be challenging to teach to this mindset.

**UBD Chapter 8, MI Chapters 8, 11, 12**

All of these chapters in general talked about something different. Chapter 8 in UBD talked mainly about the 6 principles of grading. For the most part, most of this information seemed logical to me, and something that all teachers should understand. The biggest take away I got from this chapter was the main idea of the first principle: grades should be based on the specific learning goals that a teacher puts in their syllabus. When a teacher does this, then students will know exactly what is expected of them long before their assessment arrives, meaning they can focus directly on what they should be learning as a teacher goes through the lessons. Then Chapter 8 for MI focused on using the multiple intelligence model in the classroom. As I read this chapter, I felt that the information was rather helpful, but that it was something that I should learn by experience rather than through a book. These strategies to communicate rules, transition from one activity to another, and gaining student’s attention are good starting points, but I feel that every teacher has their own style and way of doing these things. Only the best teachers I have had had their own distinct style that was exhibited in all of these areas. Chapter 11 was much more interesting to me. This chapter focused on how to use the multiple intelligence theory when it comes to special education. The thing that struck me the most was a line on the first page that said, “Educators have had a disturbing tendency (gifted educators excepted) to work from a deficient paradigm – focusing on what students can’t do…” This is one flaw some of my teachers in high school had. When a teacher focuses on what they’re students can’t do, they sometimes over look what their students can actually do. When they do this they may lose some student’s motivation because they will begin to feel that they can’t do much when they actually can. Then chapter 12 seemed rather self explanatory for me. It explained how the multiple intelligence theory could be used to tell how uses their cognitive skills. In other words, it can be used to tell how a student thinks, which is something that they talked about much earlier on in the book.

**FIAE Chapter 7, 8, 9, 10**

All four of these chapters were all associated with grading. There’s was a quite a bit about how differentiated teaching plays into grading, as well as a lot of criticism towards the current methods of grading, some of which I agreed with, some I didn’t. One suggestion I liked was the A, B, C, and I idea. They kept the traditional way of grading, up until the F, where they replaced it with an I for, “incomplete.” This was left incomplete until the student showed that they and mastered the material of the assignment. This is an interesting way of looking at an assignment. This prevents students from feeling like failures if they do not understand something the first time around, boosting their motivation. But this system could easily be abused. It seems that the majority of work could be remade, since a student can have an I until it is seen that they deserve another grade. This might actually lower motivation of some students; they can just fail the first time without putting any effort in and then keep trying until they actually master it. This concept should be implemented with an idea from chapter 10; allowing the teacher to have make up work at their discretion. The teacher can then choose if a student is worthy of gaining a second chance. If the teacher sees actual effort being put in, then I find it acceptable to give a student an I until they fully understand the information. But if a student gives no effort expecting that they can coast along in the class on retakes, then the privilege should be taken away from them. It’s a privilege, not a given right, so students should not have the ability abuse it. On idea that I didn’t fully agree with was in chapter 10. It talked about not allowing bonus points. But I think bonus points is a good thing when used correctly. It should only be used to push students beyond their normal learning. Using bonus points as an incentive to push students past their normal way of thinking is the only way it should be used in my opinion, but it can’t be used too often. Students should not rely on extra credit to pass a class.

**FIAE Chapters 11, 12, 13, 14**

All of these chapters talked about grading, but each with their own spin on it. Chapter 11 talked about the main issues that teachers face when they think about grading. Chapter 12 talked about different kinds of scales teachers use to grade their students. Chapter 13 talked about the different kinds of grade books that a differentiated classroom can use. Finally, chapter 14 focused on the different kinds of report cards schools can use instead of the traditional one. There were quite a few points in these chapters that were very debatable; the information was either hit or miss for me. One of the biggest misses came from chapter 11. Here the author talked about giving 60’s instead of 0’s. I understand what they are saying; they should give 60’s because it more accurately reflects the student’s actual grade. It also matches the 10 or 11 point scale of the A’s, B’s, and C’s. But I personally don’t agree with this. Students shouldn’t be given credit for an assignment that they never completed, which is why a zero is appropriate. If you give them a 60, then they are more likely to not do their assignment because there are fewer repercussions. But my biggest issue with this stems back to the fact that they can’t get credit for something they never completed; if they didn’t do it, then they have shown no mastery, whether or not that mastery of the topic is actually there. But there were some cool ideas that the author put forward that I really liked. For example, I liked some of the grade book ideas, especially listing the assignment by date and time. For me, my mind tends to think very chronologically. I may seem to be very unorganized, but I see the pattern that I leave my stuff in, and it generally is based on when I put it in the folder or in the pile. I remember the order in which I put something there, and based on that I can easily find when others seem to be confused by it. This is probably rather similar to the gradebook I would like using in my classroom.